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AUTHOR Seeley, Rita; Fraser, Frank
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ABSTRACT

The syllabus has been designed as a one-semester or one-year separate course or for use as an instructional module within certain other office education courses. In machine transcription, students learn to transcribe business communications from recordings and to apply a variety of related skills including typewriting, grammar, punctuation, sentence structure, form, and arrangement. The curriculum committee sought to prepare a course incorporating these needs. Three levels of achievement have been identified for each topic, and the students should be encouraged to progress at their own rate with special emphasis on increasing typewriting speed. The desired objective in machine transcription is to produce corrected, mailable letters or other copy. To assist the teacher, the syllabus presents six content areas and course objectives for the three levels in each area. Suggestions for individualizing instruction and motivating the student are based on personal conferences. Teaching suggestions for each content area are presented and methods for evaluating student performance are proposed. The syllabus concludes with a chapter on suggestions for dictation. (AG)

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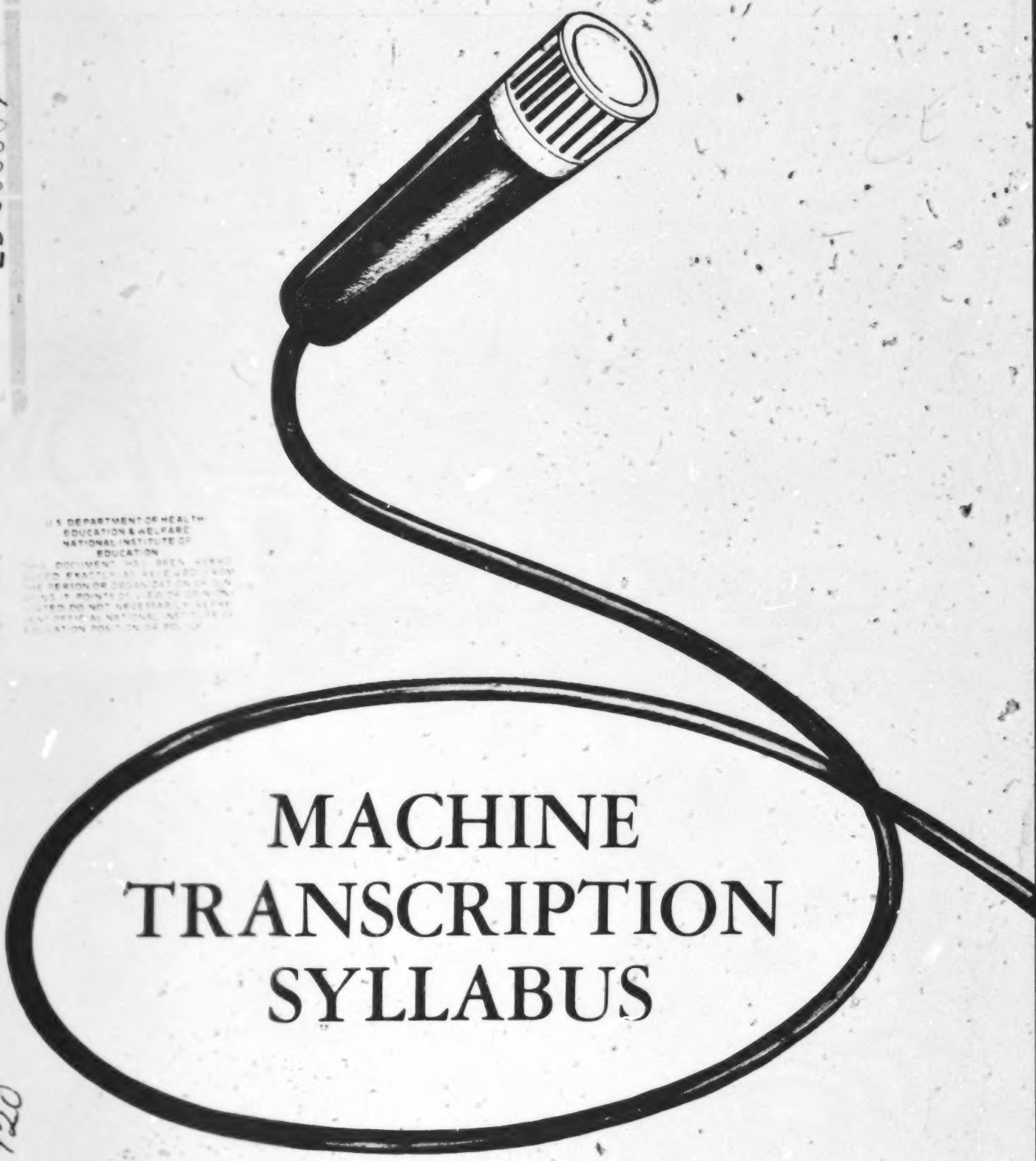

# MACHINE TRANSCRIPTION SYLLABUS

CE 000 920

THE UNIVERSITY OF THE STATE OF NEW YORK / THE STATE EDUCATION DEPARTMENT
BUREAU OF SECONDARY CURRICULUM DEVELOPMENT ALBANY, NEW YORK 12224
1970

# MACHINE TRANSCRIPTION SYLLABUS

The University of the State of New York / The State Education Department
Bureau of Secondary Curriculum Development / Albany, 1971

# THE UNIVERSITY OF THE STATE OF NEW YORK

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**Chief, Bureau of Business Education**
HOBART H. CONOVER

# FOREWORD

In June 1969, a curriculum committee composed of Mary Elliot, Bethlehem Central High School; Frank Fraser, Mahopac High School; Rita Seeley, Depew High School; Hobart Conover, Chief, Bureau of Business Education; and Alvin Rubin, Associate, Vocational Curriculum Development, met to revise the Machine Transcription Syllabus which had originated in 1959.

The Department of Education is particularly indebted to Rita Seeley and Frank Fraser who did most of the writing of the revision.

The Bureau of Secondary Curriculum Development will welcome comments and suggestions for improvement from administrators and teachers who will use this syllabus.

GORDON E. VAN HOOFT
*Chief, Bureau of Secondary Curriculum Development*

WILLIAM E. YOUNG
*Director, Curriculum Development Center*

# MESSAGE TO TEACHERS

Office managers are searching constantly for ways to overcome the skyrocketing costs of office correspondence. Efficiency experts point to dictating and transcribing equipment as a means for speeding up office communication, while reducing costs, particularly in certain types of businesses where there is a high volume of routine correspondence.

Many students, who are unable to develop manual shorthand skills, are able to obtain the skills essential to the full-time or part-time job or machine transcriber. This is even more likely to be true if sufficient time is allowed in the instructional plan for these students to overcome basic weaknesses in spelling and English mechanics.

This syllabus has been designed as a one-semester or one-year separate course of instruction or for use as an instructional module within certain other office education courses. With the syllabus the Department has developed 180 business letters which will help teachers in planning a sequential skill-development program.

Large school systems should definitely consider the need to offer machine transcription on a battery plan, especially if local job opportunities are abundant for office workers with machine transcription skills. Smaller schools will more likely want to schedule this instruction on an individual tutorial or small-group basis during class time devoted to other education preparation.

There is considerable evidence that machine transcription is an important aspect in the preparation of many general office workers. Subsequent chapters of this syllabus will help teachers to develop specific behavioral outcomes. The Bureau staff will also be pleased to arrange a visit to any school that may wish to consider further the possibility of introducing this instructional program.

HOBART H. CONOVER
*Chief, Bureau of*
*Business Education*

ROBERT H. BIELEFELD, *Director*
*Division of Occupational*
*Education Instruction*

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A variety of excellent dictation-transcription machines are available.

# CHAPTER 1

# ADMINISTRATIVE CONSIDERATIONS

**Hypothesis**

Business educators and some equipment manufacturers have expressed the opinion that many secondary students who are unable to complete satisfactorily the advanced courses in manual shorthand as taught by traditional group instructional methods followed in our secondary schools can be taught the skills needed for employment as transcribing machine operators. The saving in time to become a "machine-way" stenographer is considerable, and this time can be used to develop other valuable knowledges and skills essential to office employment or to take other desirable subjects while in school. Many learning difficulties encountered in manual shorthand are not present in machine transcription—difficulties such as mastery of a new symbol vocabulary, creating new shorthand outlines rapidly, accurate and rapid writing of shorthand symbols, and the transcribing of "cold" shorthand notes.

If a clear recording has been made, there are fewer problems present than frequently confront the manual shorthand writer in getting down on paper shorthand symbols that are legible and accurate. For this reason it is believed that some students who might not be able to develop marketable skills as manual shorthand writers in the time available, can learn to transcribe letters satisfactorily from recordings. Records may be replayed as many times as necessary to obtain the correct meaning of the dictator. Since the speed of the transcribing machine can be regulated, the dictation speed is not a major problem of the operator.

The one-year course of study in machine transcription is partially based on the assumption that many students who now try shorthand for one semester or one year and do not wish to continue, could continue their original vocational objective, if an alternate route were available; and this new method permitted them to learn at their own speed, with many difficulties removed from the learning process.

If this special course partially helps to solve the dropout problem for some shorthand students, as well as provide a vocational skill for others who have completed one year of typewriting, it will be a desirable addition to the business education program of many secondary schools. Certainly the addition of machine transcription can be justified in terms of the labor market for persons qualified in this skill in most areas of the State.

**Definition of Terms**

The term *machine transcription* is used in this syllabus to designate a one-year, one unit vocational business subject, a one-semester, half-unit course of instruction that can be incorporated in subjects such as office practice and secretarial practice.

In machine transcription, students learn to transcribe business communications from recordings. These recordings are usually made of plastic, magnetic tape, wire, or other materials. In addition to learning the techniques of machine operation, the student must apply a variety of related skills including typewriting, grammar, punctuation, sentence structure, form, and arrangement. The course of instruction must, therefore, unify and frequently overcome deficiencies in some of these skills.

A *transcribing machine operator* carries out the major task of transcribing dictation from recording machines; also performs typing duties of making carbon copies, addressing envelopes, typing letters from rough draft or corrected copy, form letters, telegrams, and cablegrams; does clerical jobs of inserting letters and other enclosures; and prepares and files material.

The term *training station* is defined as the special facilities, equipment, references and supplies provided within the school for the use of one or more students for the development of transcribing skills. A training station will ordinarily include a typewriting desk or table, comfortable posture chair, typewriter (preferably electric), collegiate dictionary, one or more stenographer's manuals, modern transcribing machine, a special recorded educational program, interval timer, and selected reference books.

The location of the training station within the school will vary from school to school, depending upon the space available. The number of training stations will be dependent upon whether this instruction is offered as a phase of office practice or secretarial practice or as a separate half-year or full-year course of study. In some schools the training stations will be in the back of a typewriting room or an office practice room; in others, they may be in some other convenient location where a student can work uninterruptedly without disturbing others. In large school systems, it is possible that a classroom can be outfitted primarily for this instructional program.

The skills essential to the work of a machine transcriber can be taught through a variety of instructional patterns. Individualized instruction, a tutorial plan, or a battery plan may be used effectively.

The term *individualized instruction* as used in this syllabus means: (1) a small group (six or fewer students) given personal supervision during a class period by a teacher; or (2) one or more students working independently under a tutorial plan of instruction.

The *tutorial plan*, as used here, means the guidance of the learning activities of one or more students through a flexible schedule of individual coaching, personal supervision, and periodic evaluation of learning outcomes at the convenience of the teacher in charge. It is essential that carefully developed lesson plans be followed and evaluation of learning outcomes be made at least once a week. The student must assume the major responsibility for his own educational growth under this type of instruction. The advantage of individualized instruction under a tutorial plan is that it permits each student to progress at her own learning rate according to her abilities and aptitudes.

The term *battery plan* as used in this syllabus means the teaching of several students on available transcribing machines as a group by traditional group methods of instruction. An effort is usually made to require the group to do the same learning activities at the same time in order to keep the group progressing at approximately the same learning rate.

The term *uniform educational program for machine transcription* refers to a series of 180 letters that were developed to correlate with the syllabus. In part I, which consists of 72 letters, the student is taught to set up letters ranging in length from 40 to 260 words and to use all of the important punctuation rules used in ordinary business communication. In part II, the student learns how to set up letters ranging in length from 40 words to 400 words, transcribe mailable letters rapidly, and use correctly all of the important rules of grammar, capitalization, spelling, word usage, and the like.

In order that the special program of instruction for machine transcription may develop uniformly, and complete advantage be taken of the carefully developed series of 180 letters, it is necessary that students be supplied with permanent records—discs, belts, tapes, etc.—containing the letters for transcribing purposes. This requirement may make it necessary for the teacher to dictate the letters for use in her own classes, or she may be able to arrange to obtain them from some other source.

Machine manufacturers have also developed excellent instructional materials that may be used in this instructional program. Some of these commercially developed recordings may be used very advantageously as advanced instructional materials to supplement the uniform educational program of 180 letters provided by the Department.

**Why Office Machine Transcription?**

The time required to learn transcribing machine skills is considerably less than that required to become a competent handwriting stenographer. Furthermore, the salary for experienced operators is usually higher than for junior stenographers and is often higher than that of senior stenographers. With electric typewriters and modern transcribing machines, the work of the operator has become a very attractive office occupation.

Not all persons, however, have the basic written communications skills or the emotional temperament to become skilled transcribing machine operators. The skills of punctuation, grammar, spelling and English mechanics essential to the handwriting stenographer, are of equal importance to the machine transcriber. A large part of the instructional program in machine transcription is therefore ordinarily devoted to bringing these skills up to a high level of performance.

Many persons prefer the work of the machine transcription operator to other types of office employment, and there are potential advantages which should be recognized. A beginning position in a machine transcription pool offers certain opportunities for future advancement. It is here that

one learns about the different functions and activities carried on in the various offices. One can usually learn more about the business in a short time through experience in a transcription pool than in any other way. Some business executives keep a close watch of the transcription pool for potential future executive assistants. By demonstrating competence and a broad knowledge of the business, promotional opportunities are opened, particularly in some concerns, for one to advance to higher salaried positions.

### The New York State Plan for Machine Transcription

An analysis of educational programs available from machine manufacturers indicated that no single manufacturer's educational program was entirely satisfactory for the extensive type of vocational machine transcription instruction envisioned by the special committee. The committee recognized the need for an intensive skill-building course which brought together a number of the language art skills.

It was the considered opinion of the committee selected to prepare this new syllabus that the instructional program, to be most effective, should require typewriting instruction as a prerequisite and provide for considerable additional training in advanced typewriting—including both technical extension and application expansion. Furthermore, a safe reserve must be developed in the use of English mechanics, spelling, pronounciation, use of the dictionary, as well as the ability to transcribe 180 (or more) mailable letters from recordings.

The *Uniform Educational Program* calls for 180 letters to be transcribed at a quality standard of business office mailability. Obviously, if machine transcription instruction is restricted to an instructional module within office practice or secretarial practice, only a portion of the total program will be covered.

Since the speed of transcribing is important in evaluating one's productive capacity, a record of the time required to transcribe the letters up to a mailable standard should be kept for each student. This represents the way that office supervisors usually evaluate the productive output of their transcribing machine operators. Students, trained from the beginning to turn out mailable transcripts in a minimum of time, will thus be able to adjust to the production standards of most modern offices.

If the student studies machine transcription for a full school year, the New York State plan calls for the actual transcribing of 180 (or more) mailable letters. This plan is more extensive than any single manufacturer's educational program; but, in addition, the 180 letters are so designed that a student's progresses from transcribing short, easy letters during part I to letters of increasing difficulty and length in psychologically sound, easy learning stages during part II of the course.

### Teacher Requirements

Any qualified business teacher may teach machine transcription. However, one who has had previous experience as a shorthand teacher, a transcribing machine teacher or operator, or as a secretarial or office practice teacher, should be given preference in the assignment of this subject.

### Equipment Requirements

The equipment needed for *one training station* has been mentioned previously, but it will be summarized again for the convenience of administrators. Some schools will have only one training station, while others may have several. A training station may be used every period of the day, although in some schools it will be necessary to reserve the station several periods each day for the use of secretarial practice and/or office practice students.

ONE TRAINING STATION

- 1 typewriter desk or table
- 2 typewriters (preferably electric)
- 1 chair (preferably a posture chair)
- 1 uniform educational program for machine transcription
- 1 modern transcribing machine (plastic belt, disc, tape, or other type)
- 1 dictating machine (optional but highly recommended that it be same make as transcribing machine)
- 1 interval timer
- 1 collegiate dictionary
- 1 stenographer's manual
- Several reference books of value to the student operator

A school offering office practice should provide at least one training station for each five students enrolled in the largest section, or four training stations for 20 students. This is necessary to permit a satisfactory rotation plan of instruction. If the equipment is reserved two periods each day for office practice, and two periods each day for secretarial practice, the equipment will still be available two, three, or possibly four periods a day for

machine transcription. With four training stations in operation three periods a day, 12 persons can be prepared to enter the business world as competent transcribing machine operators.

### Other Possible Uses of the Equipment

It is possible to use the transcribing machine equipment in the school in a number of ways other than just day school instruction. Adult courses in machine transcription should be considered in many communities, particularly for short refresher courses for adults or employed stenographers who desire to know how to use the newer types of machines.

The dictation machine can also be used to prepare special dictation material for the shorthand teacher, who in turn can then provide special material for corrective or remedial teaching of individual students having trouble in learning manual shorthand.

If one or more dictating machines (or combination dictating-transcribing machines) are available, school administrators can dictate nonconfidential correspondence to be used by students as practical transcribing work.

### Course Credit

A student may earn one unit of credit for the study of machine transcription when scheduled four or five times a week for one school year (160-200 minutes per week) with an equal amount of time devoted to out-of-class instruction, i.e., English mechanics drills. Scheduling machine transcription on a double-period basis, without out-of-class daily preparation, is highly recommended if staff time will permit.

Schools may also offer machine transcription on a one-semester, half-unit basis. For instructional purposes, part I of the *Uniform Educational Program* should be considered as a prerequisite for part II, except where a student has completed a unit of instruction in machine transcription in either secretarial practice or office practice. In that case she may take the advanced work of part II for one-half unit of credit. It should be understood that the completion of part I *only* of the uniform educational program for machine transcription will not result in marketable skills except in rare instance.

### Recommended Course Sequences

The Handbook for Business Education should be consulted for recommended sequences of courses that will prepare a student for the position of machine transcriber. The General Office—Clerical Curriculum A also provides for instruction in machine transcription and prepares students for a wide variety of general clerical office positions.

### Prerequisites

The successful completion of two semesters, or one year, of typewriting are recommended as prerequisites to machine transcription instruction. In some instances students may be admitted to this instruction with one semester of typewriting, with an acceptable level of achievement but this should be considered only as an exception to the general rule.

*Aptitudes and abilities:* Prior to acceptance in machine transcription, pretests should be administered to determine if the student has reached an acceptable minimum competence in the following:

- English mechanics—spelling, punctuation, capitalization, syllabication, etc.
- Typing ability
- Dictionary usage

These pretests accomplish two purposes:

- To predict the likelihood of success of the Machine Transcription student in reaching employable competency.
- To determine the level at which the student enters the course

Some manufacturers have developed pretests that will provide indications of aptitude and abilities needed to learn machine transcription. The cumulative school records will be of some assistance in giving sound vocational guidance to students interested in this course.

*Interest and personality:* One should have a strong interest in office employment, plus an employable personality. One need not be a social leader in school as job requirements do not usually require transcribing machine operators to deal extensively with the public.

# CHAPTER 2

# COURSE OBJECTIVES

Specific objectives have been established for each of the principal areas of content which comprise the course of study: typewriting, transcription, vocabulary building, punctuation and English mechanics, related office skills, job attitudes. For each of the major topics, three levels of achievement have been identified. Pupils should be encouraged to progress at their own rate, depending upon the competence they may already have acquired in these various components of successful performance as a machine transcriber.

Obviously, the length of time devoted to machine transcription instruction will also affect the achievement anticipated of pupils. Machine transcription, however, is ideally suited to an instructional pattern permitting maximum individual progress. The student can progress at her own rate with most of the instructional program; and through use of carefully developed evaluation measures, each pupil can be assured that she is progressing toward her own goals.

Chapter 3 suggests a variety of learning procedures that are ideally suited to this instructional program and for providing maximum opportunities for the continuous progress of each student.

Inherent in this course is the aspect that the student should progress in her attainment of increased speed in typewriting. Time should be devoted to various types of drills, corrective instruction, and timed writings. The student should learn to utilize all related essential skills effectively so that actual transcription of letters may move forward steadily in progressive stages. The end result is to narrow the gap between transcription speed and typewriting speed.

Emphasis from the beginning in machine transcription should be on corrected, mailable letters or other copy. At the early stages a limited number of errors should probably be acceptable, but as the student progresses, undetected and uncorrected errors should be a matter of principal concern. Proofreading is an essential task of any good machine transcriber and the teacher should take considerable pains from the beginning of the course to develop careful proofreading habits.

The teacher should also be continually aware of the need to help students expand their vocabulary and spelling competencies. The student should understand the meaning of a variety of basic business terms. She should also be cognizant of the fact that there is a separate vocabulary unique to most industries, professions, and business services. Vocabulary building, therefore, should be a basic ingredient of this unit along with remedial spelling and improved English mechanics.

Spelling lists, especially spelling demons and commonly misspelled words, can be developed by the teacher and revised periodically as the class progresses. Special attention should be given to homonyms which tend to be a hurdle for many students. Teaching the student rules for proper syllabication and pointing out the addition of prefixes and suffixes frequently eliminates some of her spelling problems.

While grammar is primarily the responsibility of the dictator, all students should master the rules for agreement in number, case, and tense. Not only should the student be able to detect faults in dictation but should be expected to supply correct punctuation, capitalization, and other details not indicated by the dictator.

Good machine transcriber operators need to be familiar with a variety of office references and acquire the habit of making regular use of these guides in their daily work. The right attitude toward the job, ambition to learn, and a basic desire to turn out a faultless transcript are fundamental characteristics of the top performer.

## COURSE OBJECTIVES AT A GLANCE

| *Content Area* | *Level 1* | *Level 2* | *Level 3* |
|---|---|---|---|
| A. Typewriting | Student should achieve 30 gross words per minute on 5-minute timed writings straight copy, of about 1.5 syllabic intensity.<br><br>Error limit-one per minute. | Student should achieve 40 gross words per minute on 5-minute timed writings straight copy, of about 1.5 to 1.7 syllabic intensity.<br><br>Error limit-one per minute. | Student should achieve 50 gross words per minute on 5-minute timed writings straight copy, of about 1.5 to 1.7 syllabic intensity.<br><br>Error limit-one per minute. |
| B. Transcription | Student should be able to transcribe 15 *lines* of letter copy. 50 space lines, during a 10-minute timed transcription period; syllabic intensity of copy approximately 1.5; no more than 3 correctable errors remaining in a letter. | Student should be able to transcribe 23 lines of letter copy, 50 space lines, during a 10-minute timed transcription period; syllabic intensity of copy about 1.5 to 1.7; no more than one correctable error remaining in a letter. | Student should be able to transcribe 30 lines of letter copy, 5 space line, during a 10-minute transcription period; syllabic intensity of copy about 1.5 to 1.7; no errors remaining in letters. |
| C. Vocabulary Building | Student should obtain passing grade for spelling and meaning based on list of common business words. (See references) | Students should obtain passing grade for spelling and meaning on list of more complex business words involving homonyms, geographic locations and foreign terms in common usage. | Student should demonstrate above average command of word meaning, usage, and spelling based on extensive list of spelling demons and business terms, and new words encountered in transcription exercises. |
| D. Punctuation and English Mechanics | Student should be able to correct faulty punctuation in sentences and incorrect spacing in typewritten copy.<br><br>Student should demonstrate command of English grammar with respect to agreement of subject and verb in number, case, and tense in copy supplied by the instructor.<br><br>Student should demonstrate understanding of rules of capitalization, word division, and writing of numbers in copy supplied by the instructor. | Student should be able to supply correct punctuation without assistance in material being transcribed and demonstrate competence in English grammar, capitalization, word division, writing of numbers and other English mechanics. | Student should be able to transcribe material of considerable complexity without fault in punctuation and English mechanics and utilize a variety of reference sources for unusual problems in this area. |

| | | | |
|---|---|---|---|
| E. Related Skills | Student should be able to use carbon paper properly, use various size envelopes properly, and carry out certain basic steps in preparing letters for mailing. | Student should be able to prepare multiple carbons and make neat erasures, use carbon packs, type two-page letters, and demonstrate understanding of various mail services. | Student should demonstrate desk and work organization for various office tasks. Student should also be able to supply missing details from material being transcribed that can be obtained through use of basic general library references. |

F. Job Attitudes and Human Relations

While the job attitudes and interpersonal relationships described in the outline are difficult to measure, the instructor should be on the alert for ways to improve student attitude toward assigned tasks, fellow students, and care of property. As the student progresses, there should be increasing opportunities for students to use initiative in the carrying out of assignments and instructions, with careful attention to details.

# CHAPTER 3

# INDIVIDUALIZING INSTRUCTION

Machine Transcription provides unusual opportunities for the teacher to permit students to progress at their own learning rates. Ordinarily there will be a wide difference in the abilities of students studying machine transcription—nonstenographic students, one-year stenography students who do not wish to continue manual shorthand, and twelfth-year academic students with an immediate need for a marketable job skill. With such a wide range of individual differences, individual tutorial plans should prove most effective in meeting a range of student educational needs.

Recognizing the need to maximize individual student progress, the content of this outline has been set up in three levels—Level 1 (basic), Level 2 (intermediate), and Level 3 (advanced). The behavioral objectives for the instructional program have been established for each of the content areas:

1. Typewriting skills
2. Transcription skills
3. Vocabulary enlargement
4. Punctuation and English mechanics improvement
5. Related skills
6. Acquisition of attitudes conducive to successful job performance

Although objectives have been set up on three levels, promotion from one level to another will be largely dependent on these two achievements: (1) the student's skill in typewriting and (2) her skill in transcribing. Promotional tests from one level to another should be scheduled regularly, covering student progress in typewriting skills, transcription skills, and vocabulary development.

Great flexibility can be provided in machine transcription instruction for both students and teacher. Students work at their own pace with their particular level of achievement. The teacher, therefore works in an advisory capacity, assisting students when they are in doubt or when confronted with a problem for which they can find no available solution. The instructional program in machine transcription will encourage students to be self-sufficient and to utilize a variety of reference materials to cope with their problems. Periodically the teacher will find the need for group instruction; but to a large extent, students will progress with a variety of instruction aids and only occasional assistance.

The minimum level of achievement in each of the content areas represents a very basic knowledge of the job skills associated with the work of a machine transcriber. In some rare instances a student may spend an entire year and progress only through the first level in one of the instructional areas. It is likely, however, that a student will be at one level with certain of the knowledges and skills and at another level with others.

It is expected that the majority of students will complete Level 2 in most of the content areas by the end of a school year. Obviously, if machine transcription is taught as an instructional module in Office Practice or Secretarial Practice rather than as a separate one or two-semester course, the expected level of achievement will be lessened. In some instances students may progress rapidly through each of the instructional areas and complete the entire content much before the end of the course. In this case these students should, if possible, be provided opportunities within the school to put their knowledges and skills into actual practice through work experience. It is likely that in many school systems these students can be assigned to teachers or administrators who utilize a machine transcriber in their daily work.

**Getting the Instructional Program Started**

1. Initially, arrange a personal conference with each student to explain the aims of the course and the knowledges and skills needed for success in this type of work.
2. Outline the problems that are likely to arise as a result of the need for individual practice; the need for analyzing one's weaknesses; the need for perseverance and daily drill.
3. Explain the necessity for building speed and accuracy on the typewriter; proficiency in proofreading for spelling, punctuation, and English usage; and the importance of a systematic daily and weekly record of achievement.

It may be necessary to have several conferences or group lecture periods at the beginning of the course to establish the instructional routine. But once the routine is established, students should be able to proceed largely on their own. A plan for weekly meetings should be scheduled, however, to discuss individual problems, suggest remedial or corrective measures, and evaluate individual differences, when setting up the standards of achievement.

Marketable job skills should be considered as a goal for each student. Students should be so instructed and supervised that by the time they have completed the course (or module) marketable skills are realized. The problem of evaluation, testing, and standards is covered in considerable detail in Chapter 6.

### Teacher Prepared Instructional Materials

When the teacher dictates his own tapes or belts to be used by students, rather than using commercial material purchased from machine manufacturers, he may program student instruction at the beginning of each tape. Initially, instructions may include letter and punctuation style to be used, rules for sentence structure, punctuation, and grammar that are being stressed in the series of letters on the tapes. Many students will be able to move ahead without the need for additional instruction on rules or skills.

If commercially prepared instructional materials are used, a guide sheet of instructions may be prepared to accompany each tape or belt.

As the student progresses to the advanced levels of the course, there should be fewer and fewer built-in instructional aids, thus encouraging increasing resourcefulness in the use of standard office references.

### Available Equipment May Affect the Instructional Pattern

Ideally, a classroom to be used for machine transcription will provide a transcribing machine at each student station. Because of the high cost, some schools may find it necessary to resort to a variety of means for extending the use of available equipment.

With some teacher resourcefulness, one machine may be used alternately by two students. Since there is considerable information that can be covered through class discussion, written exercises and drills, the time not at the transcribing machine can be used to good advantage. It will be advisable under these circumstances that the teacher develop letters, drills, and other instructional materials that parallel the recorded transcription used with the machines.

Where only a very few transcribing machines are available, it is likely that a class will not be formally organized. Frequently, in small school systems machine transcription is taught by locating the student stations in a part of the school building or classroom where students may work almost entirely through programed instruction. This instructional pattern is also likely to be followed for providing instruction within Office Practice and Secretarial Practice classes.

### Other Special Methods for Individualizing Instruction

*The job-sheet method.* This method provides specific step-by-step written directions to each student for completing a given job. This method is particularly effective in teaching on an individual basis the simple skills that can be analyzed as part of more complex operational sequence. Speed and accuracy can be developed, efficient work habits can be formed, and students may learn these operational steps at their own learning rate.

*The contract method.* This method makes provision for learning activities at different learning levels or in terms of varying quantities of work. It provides each student with written guide sheets which are outlines of work to be done at each level of achievement. These guide sheets may also be used as check sheets against which to grade completed work. The grade will depend upon the amount of work accomplished and the quality of work completed within the scheduled time for completion of the contract.

*The demonstration method.* This is a step-by-step method which may be demonstrated by the teacher, the equipment salesman, or an advanced student. A mimeographed sheet of directions may be given the learner to guide him until the skill has been mastered. The method is particularly effective in demonstrating skills in the use of equipment on the expert level.

### Out-of-Class Assignments

A variety of learning out-of-class activities can be devised to improve the student's knowledge of English fundamentals, spelling, punctuation, and related skills. These learning activities may be planned effectively through the use of the contract method to correct individual weaknesses in these areas and strengthen many related knowledges essential to the work of a machine transcriber.

### Techniques for Following Student Progress

As the student finishes a transcription assignment, the letter, or other completed copy, should be turned

over to the teacher. The teacher may immediately review the copy, making any needed corrections or comments. A scoring system should be developed; but it is not essential or desirable that each transcript be assigned a formal score. After the transcript has been reviewed, however, it should be returned immediately, thus providing the opportunity for the student to correct a fault, relearn a rule, or look up a detail in a suitable reference. In this way, errors will not be compounded by long delay in the return of transcripts.

To help students develop good organizational habits, the teacher should provide a file folder for each student to be used for all transcripts. The folder should be kept in a vertical cabinet file available to the student when she resumes her work each new instructional period.

Another procedure recommended highly is the use of a tote tray for each student that contains the student's "working tools" and basic references. Each day as the student completes her work, the materials are returned to the tote tray and stored in a convenient location in the classroom.

Individual progress charts should be maintained for each pupil, preferably by the student herself. A number of suggestions are provided in Chapter 6 relating to records suitable for this purpose.

**Enrichment Activities**

A variety of activities are recommended to enrich the learning of superior students. Practice work experience in school offices has already been suggested. The following additional activities should be considered as ways for providing maximum opportunities for students to broaden their experience.

- Devise recorded statistical material, including simple tabulations, schedules, itineraries, tables of contents, etc.
- Provide recorded dictation involving quoted lines, paragraphs, and telegraphic messages within the body of the transcript.
- Provide opportunities for students to transcribe minutes of club meetings and informal conferences where there is more than one speaker.
- Utilize letter dictation recorded by persons other than the teacher.
- Provide opportunities for students to transcribe letters dictated by the teacher for actual mailing.
- Provide opportunities for students to assist other students who may have been absent or who need assistance with a particular learning difficulty.

# CHAPTER 4

# SUGGESTIONS FOR STUDENT MOTIVATION

*Conferences.* Conferences with each student should be held at least once a week. A teacher-student conference motivates the student to try to overcome weaknesses and to strengthen basic skills and knowledges.

It is important that the teacher gain rapport in these meetings so the student will strive to work to full capacity. Praise should be given whenever possible. Constructive criticism should also be made at this time to help the student learn from her shortcomings and errors. Avoid the temptation to compare one student's work with another. Assess each student on the basis of the progress she has made since the last conference. As long as the student continues to strive for improvement and continues to make progress, there is a basis for optimism and encouragement. Use any form of motivation during these conferences that will stimulate the student to put forth her best effort. Praise, friendly, constructive suggestions, and optimism should be the basic ingredients of the meeting.

*Bulletin Boards.* Bulletin boards can serve a variety of purposes. A bulletin board that contains samples of good work is another way of saying "this is a job well done." Typically, students are motivated by this form of praise and frequently it does wonders to encourage others in their achievement.

A bulletin board may also present examples of what is expected in the way of a finished transcript as well as provide guidance as to form and arrangement of particular applications. Early in the course, bulletin boards are particularly helpful to students who may be uncertain as to what might be expected in the form of a finished product. Teachers should retain model transcripts from previous classes that can be displayed during this initial learning period. In essence this bulletin board says, "Here is a well arranged letter. Use it as a guide."

Progress charts and other evidence of student promotion from one level to another is an excellent form of motivation. The attainment of an "award certificate" should be recognized as a milestone in a student's progress. Progress charts, furthermore, serve as a guide to students for judging their effort with respect to their classmates. Charts that indicate some students have attained "letter 25" while other students are on "letter 10," serve as another form of motivation.

A bulletin board arranged periodically by a student committee also encourages pride in one's work. A student committee may decide to select from the class' production model transcripts turned in over a period of time. The student committee thus assesses the work performance, makes critical judgments as to standards of work, and praises classmates for commercial output.

*Individual progress charts.* Individual charts should be used to record each student's progress in typewriting, spelling, English, mechanics, etc. These charts may be kept by the student as part of an individual progress record, as a source of inspiration and encouragement to the student, as well as a means of evaluation for the teacher. The charts may take a variety of forms, samples of which are presented in Chapter 6.

*Demonstrations.* A demonstration, like a picture, "takes the place of a thousand words." Although demonstrations by the teacher and outside experts may be used frequently to point out a good procedure or a recommended practice, student demonstrations are also recommended for their motivating effect. The teacher may observe a student at work and wish to call the attention of the class to the techniques displayed. The teacher should be constantly on the alert for evidences of model performance and make frequent use of a "requested demonstration" to commend the students and to give them incentive.

Manufacturers of office equipment are glad to send representatives to the classroom upon request to demonstrate machine features and to recommend operating practices. These "experts" can assist the teacher as well as the class to learn more about certain machine features and how they can help the transcriber.

Obviously, when the teacher demonstrates a particular skill or the way to perform a given task, the demonstration should be within view of every member of the class. If seeing the performer presents a problem, it may be necessary to repeat some demonstrations several times before smaller groups. Students

should be given the opportunity to practice the particular task or skill as soon as possible after the demonstration. During this period the teacher can observe the success of the demonstration and as a result feel the need to repeat the demonstration to correct certain faulty practices still observed.

Some school systems have closed circuit television which can bring certain types of machine demonstrations within close viewing range of every member of the class.

*School Recognition*. Certificates of achievement at the completion of a particular level of work is another effective means of motivation. These may occasionally be awarded as part of the school assembly to recognize unusual progress.

Certificates of progress may be useful to the student in future job interviews, particularly if they are designed in such a form and size that they can be easily carried in a billfold or small folder.

Additional recognition may be given students by reporting progress in the school newspaper or via the school or classroom bulletin board. A special pamphlet developed by the Bureau, *Suggestions for Developing a Comprehensive Awards Program for the Business Department* will be useful.

*Manufacturer's Awards*. Certificate awards are available from several manufacturers of transcribing equipment. Contact your local dealer for information as to how these awards can be obtained. Various publishers also have certificates for typewriting proficiency.

Certificate awards not only serve to stimulate individual students but are evidence to the school community of the high levels of achievement which are being attained by the business department.

*Posters*. Colorful posters and pictures are supplied free by many office equipment companies. Sales literature may also be used with the poster to help convey a particular message. Students should be encouraged to be alert for advertising literature and posters which can be used in the classroom.

*Films and Filmstrips*. Films showing correct techniques in machine transcribing are available. Films and filmstrips designed to improve skills in typewriting and other fundamentals are also recommended for use with machine transcription classes. Undoubtedly the teacher will also want to consult with the school's audiovisual specialist for additional suggestions.

The publication *Audiovisual Aids for Business and Distributive Education* is recommended also.

*Personal Notebook*. Students should be encouraged to keep personal notebooks that will, in effect, become reference guides on initial jobs for letter styles, rules of punctuation, grammar notes, personal spelling demons, and other aids developed as part of the daily classwork.

The student may want to include letters and other transcripts illustrating good form and arrangement as part of the notebook.

*Classroom Library*. A classroom resource center is particularly valuable for students in machine transcription. The center should include reference textbooks and other supplemental references, periodicals relating to office employment, and unabridged dictionary, and a variety of general references including one or more almanacs, a gazetteer, travel guides, the Postal Manual, secretarial handbooks and the like. The development of a good classroom library will be gradual as the teacher discovers materials suited to the needs of his students and locale. Students should also be encouraged to assist with reference, bulletin board display, assignments on specialized topics, and other class activities.

As part of the resource center, the teacher and class should strive to maintain a clippings file on new equipment and its features, statistics pertaining to the use of voicewriting equipment in modern business offices, and data relating to opportunities for employment. Articles frequently published which point out trends in office organization, services, and equipment which can be used for a variety of class activities.

*Student Participation*. Students should be encouraged, not only to assist with the development of the classroom resource center, but to participate as teacher assistants. Many students serve very ably in demonstrating good techniques of machine operation, helping slower students or those who have been absent for a period of time, and by performing such tasks as checking papers, proofreading, typing tests, etc. Activities of this variety are most effective for motivating students and for reinforcing competencies.

*Job Placement and Followup*. The certificates of achievement earned by students can be of considerable assistance in placement of these students in jobs. If the certificates are detailed as to achievement levels, they will also help placement personnel to match student strengths with employer needs.

Graduates should also be encouraged to maintain contact with the school as a means of further job assistance. The school guidance and/or placement office may be a source of future employment and promotional opportunities on the basis of students who have studied machine transcription and have functioned successfully on the job.

**ILLUSTRATIVE ACHIEVEMENT CERTIFICATE**

CENTRAL HIGH SCHOOL
TYPEWRITING CERTIFICATE

Date_____

This certifies that _____
has demonstrated proficiency in Typewriting at Level (1,2,3). (See reverse side for explanation) through performance tests administered as parts of the instructional program in machine transcription at this high school.

_____ _____
Principal Dept. Chairman or Teacher

Front

This will certify that the holder of this certificate has demonstrated the ability of (Specific and detailed explanation of skill and how measured)

_____
_____
_____
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_____
_____
_____
_____
_____

Back

*Enrichment Activities.* Students who complete the most advanced phase of each of the syllabus topics may be provided enrichment activities that will extend their knowledge. The activities suggested below are illustrative.

- Provide material for transcription that incorporates considerable statistical data. The data may be so presented that the transcriber will be expected to provide totals and supply details that may require use of reference books. (For example: Dictation includes several figures and indicates to transcriber that total should be supplied. Dictator states, "record here the 1969 winner of the World Series baseball pennant.")
- Provide copy which includes schedules, itineraries, tabulations within a letter, minutes of meetings, etc.
- Provide material to be transcribed that includes quoted lines and/or paragraphs, telegraph messages within letters, etc.
- Provide opportunities to transcribe from material dictated by a number of different persons —other students, teachers, school administrators, business men, etc.
- Provide opportunities for students to work in school offices or assist teachers who make use of voicewriting equipment. This can be particularly valuable if the job assignment involves duties of a general clerical variety.

# CHAPTER 5

# OUTLINE OF CONTENT

## TYPEWRITING

### Level 1

| Content | Teaching Suggestions |
|---|---|
| A. Review<br>1. Keyboard<br>2. Machine mechanics<br>3. Touch | Use typewriting texts to review alphabetic keyboard number reaches and operational keys. Use special drills to improve operational techniques.<br><br>Demonstrate correct stroking technique. Observe students at work and suggest changes in manipulation of typewriter and correct position at the machine. Use individual student observation guides. Demonstrate touch on manual and electric typewriters. |
| B. Accuracy Development | Concentrate on simple drills from introductory lessons of typewriting texts. Use drills that emphasize error control. Give frequent timed-writings but stress error control. |
| C. Speed Development | Provide opportunities for students to concentrate on speed development. Select drills and special writings from early lessons of typewriting texts. Require students to maintain individual progress charts; and at least twice a week review the chart with each student. Record errors as a separate entry on the chart.<br><br>Introduce an awards program as an incentive to speed development. See *Today's Secretary* or various commercial awards on the market. As an alternative, devise a local certificate awards program for typing speed. |
| D. Evaluation | Students should reach 30 gross wpm on three or more 5-minute timed writings. An error limit of one per minute is suggested. Based upon this level of typewriting competence and teacher observations of satisfactory keyboard techniques, the student should be ready to progress to Level 2. |

## TYPEWRITING

### Level 2

| Content | Teaching Suggestions |
|---|---|
| A. Review | Continue the use of straight copy. Also use alphabetic sentences, copy with numbers, and copy with special characters to reinforce reaches. |
| B. Accuracy Development | Use textbook copy, concentrating on control and reduction of errors.<br><br>Introduce rough draft copy, continuing with emphasis on control and accuracy of the completed copy. |
| C. Speed Development | Make frequent use of 5-minute timed writings. Have students continue to maintain individual progress charts. Require students to turn in their best timed writing each week.<br><br>Continue the use of an award certificate program as an incentive to speed development and improved error control. |
| D. Evaluation | Students should reach 40 gross wpm on three or more 5-minute timed writings. An error limit of one error per minute is suggested. Based upon this level of typewriting proficiency and with satisfactory teacher observation records, the student should be ready to progress to Level 3. |

## TYPEWRITING

### Level 3

| Content | Teaching Suggestions |
|---|---|
| A. Review | Use textbook copy to reinforce reaches to the numbers row and to specific symbols. |
| B. Accuracy Development | At this level stress self-competition to improve accuracy. Continue to maintain a daily record of timed writings devoted to improved control. |
| C. Speed Development | Students should now be approaching 50 gross words per minute on 5-minute timed writings. Continue periodic 5-minute timed writings throughout the course until this objective has been achieved.<br><br>Students who have achieved the goal of Level 3 should be encouraged to continue their typewriting speed and accuracy by working on award copy. Give considerable encouragement to students who reach this level of typewriting skill so that an improvement program will continue. |
| D. Evaluation | Students should reach 50 gross words per minute on three or more 5-minute timed writings, with no more than one error per minute. |

## VOCABULARY BUILDING

### Level 1

| Content | Teaching Suggestions |
|---|---|
| A. New Business Terms and Vocabulary | Preview unusual business terms or expressions in letters to make sure students understand meanings. After letters are transcribed, test students' understanding of content by oral questioning. Proofreading techniques can be incorporated into this activity.<br><br>Introduce student to a dictionary of business terms and vocabulary. |
| B. Spelling<br>1. Review common spelling rules<br>2. Review rules for word division | Use any of the published lists of commonly used words as a basis for spelling drills. Give weekly spelling tests based upon records of words misspelled most frequently. Repeat these misspelled words on subsequent spelling tests until they have been mastered.<br><br>Over a period of time the teacher will observe the same list of words that cause spelling difficulty (i.e., convenient, congratulate, conscious, etc.) At this point the teacher may choose to develop his own list of "spelling demons." See also the following vocabulary building reference texts:<br><br>Crank, Doris, Crank, Floyd and Connelly, Mary. *Words: Spelling, Pronounciation, Definition, and Application,* 5th edition, McGraw-Hill Book Company, 1962.<br><br>Malsbary, Dean R., *Spelling and Word Power.* Prentice-Hall, Inc., 1958.<br><br>Leslie, Louis A. *20,000 Words,* Gregg Division, McGraw-Hill Book Co., 1965.<br><br>Lamb, M. M. *Word Studies,* South-Western Publishing Co., 1963.<br><br>Coon, Horace. *How to Spell and Increase Your Word Power,* New American Library of World Literature, Inc., 1959.<br><br>Carey, Clarence B. *Business Speller and Vocabulary Builder,* Pitman Publishing Co., 1960.<br><br>Greene, Amsel. *Word Clues,* 2d edition, Harper and Row, 1962.<br><br>Cleary, Joseph B. *English Style Skill Builders, A Self-Improvement Kit for Transcribers,* McGraw-Hill Book Company, 1962. |
| C. Evaluation | Students should attain a passing mark on a comprehensive spelling test of commonly used words. |

## VOCABULARY BUILDING

### Level 2

| Content | Teaching Suggestions |
|---|---|
| A. New Business Terms and Vocabulary | Have students familiarize themselves with the nomenclature of various fields (i.e., education, realty, banking, insurance). Not every industry, service, or area of business can be covered, but major industries in your locale may be given first consideration. This should be particularly true if there are likely opportunities for employment with some of those local business organizations.<br><br>Have students develop lists of words that might be peculiar to the various industries selected. See also, Hagar, Hubert A. and Hutchinson, E. Lillian, *Words—Spelling, Pronunciation, Definition, and Application*, Gregg Division, McGraw-Hill Book Company, Inc., 1954. |
| B. Spelling<br>1. Common word beginnings<br>2. Common word endings<br>3. Homonyms — spelled alike, but with different meanings<br>4. Words spelled in two ways, one of which is preferred<br>5. States, territories, and major cities of the United States<br>6. Foreign terms in common usage | Continue spelling drills on commonly used words. Add to this list the more difficult words for letters students are transcribing at this point.<br><br>Develop a list of words that sound exactly alike that are encountered frequently in our everyday usage (i.e., canvas, canvass; coarse, course; flour, flower; their, there; mail, male; etc.). A similar list might be developed of words that are properly spelled in more than one way (ax, axe; movable, moveable; caliber, calibre; etc.). Encourage the use of a dictionary for determining *preferred* spelling.<br><br>Review some of the commonly used words and phrases of foreign origin (au revoir, carte blanche, ibid, par excellence, per diem, etc.) |
| C. Evaluation | A comprehensive list of words should be developed that includes the words covered through class drill in this instructional level. The student should be expected to attain a passing grade (or higher, if desired) on this list made up of words transcribed in letter copy (homonyms, geographic terms, and common foreign words and phrases.) |

## VOCABULARY BUILDING

### Level 3

| Content | Teaching Suggestions |
|---|---|
| A. New Business Terms and Vocabulary | Students should be skilled in their knowledge of basic business terms and business expressions common to major areas of business—particularly to major business organizations located in their employment area. They should also be able to use basic reference sources to look up successfully any unfamiliar words encountered in their transcription. See references listed in Level 1—Vocabulary Building. |
| B. Spelling<br>1. Irregular plurals<br>2. Compound words | Continue to build spelling skill through use of AMS spelling lists and words encountered in letters and in other material being transcribed. |
| 3. Words that sound or look somewhat alike | Have students develop lists of words frequently used incorrectly for one another (i.e., accept, except; access, excess; advice, advise; boarder, border; cease, seize). Discuss the variation in meaning and use drills to help the student become " word conscious." |
| 4. Words written as one or two words depending upon the meaning | Discuss the contrasts in meaning of compounds written as one word or two words (i.e., almost, all most; always, all ways; nobody, no body). |
| C. Writing of Numbers<br>1. Review basic rules | Review the basic rules for writing numbers in transcribed material. Also discuss various ways in which numbers are typed in tabulator form (aligning at left or right depending upon content). |
| D. Evaluation | Student should have reached a high level of mastery of the word lists in Levels 1, 2 and 3. At the conclusion of Level 3, students should be familiar with a broad array of business terms and be able to spell and use the terms correctly in a sentence. Many students should be able to pass the AMS spelling word list if attainable through the local chapter of the Administrative Management Society. |

## PUNCTUATION AND ENGLISH MECHANICS

Level 1

| Content | Teaching Suggestions |
|---|---|
| A. Punctuation<br>1. Rules for punctuation<br>a. Period<br>b. Question mark<br>c. Comma<br>d. Exclamation point<br>e. Semicolon<br>f. Colon<br>g. Quotation marks<br>h. Dash<br>i. Parentheses<br>j. Apostrophe | Review rules for punctuation.<br><br>Provide drill on various marks of punctuation.<br><br>Familiarize students with several punctuation guides that would be useful in a business office.<br><br>Encourage the regular use of one or more stenographer's reference manuals.<br><br>Students should be transcribing letters involving these marks of punctuation. |
| 2. Typewriter keyboard<br>a. Review location<br>b. Special characters<br>c. Spacing | Review location of punctuation marks on the typewriter keyboard, comparing manual and electric typewriters. Point out the need to "make" some punctuation marks that may not be on the keyboard.<br>Provide refresher drills on the punctuation marks stressing spacing before and after the mark of punctuation. |
| B. Grammar — Agreement of subject and verb | At this level, instruction should be primarily concerned with a review of the basic rules of grammar. Application of these rules will be stressed in subsequent lessons.<br><br>Supply students with copy to be corrected. This may be handled as out-of-class assignments. |
| C. Capitalization—Basic—beginning of sentence and proper names | At this level, instruction should consist primarily of a review of the basic rules for capitalization. Provide students with copy to be corrected. Level 2 will stress transcription letter exercises dealing with capitalization and other English mechanics. |
| D. Numbers — Basic rules for typewriting numbers | Students should be provided drill exercises to familiarize them with the rules for writing numbers. Reference manuals should be cited which help in situations involving special problems with the writing of numbers. The teacher should also point out lack of complete agreement among authorities. Letter copy stressing the writing of numbers should be postponed until Level 2, after the student has had an opportunity for some review and drill. |
| E. Word Division | Again, emphasis at this level should be on basic rules for word division. Foster the use of a dictionary or stenographer's aid such as *20,000 Words* by Louis A Leslie. |
| F. Abbreviations — Fundamental rules | Do not permit students to abbreviate haphazardly. Review common abbreviations and spacings with each on the typewriter. Be primarily concerned in Level 1 with a review of the common abbreviations, postponing applications other than drill exercises to Levels 2 and 3. |

## PUNCTUATION AND ENGLISH MECHANICS (Continued)

### Level 1 (Continued)

| Content | Teaching Suggestions |
|---|---|
| G. Proofreading | From the very beginning of machine transcription the teacher should stress the need to reread typed copy before turning it in as a finished product. Preferably proofreading should be done while copy is still in the typewriter to facilitate easy correction. Throughout the course the teacher should seek ways to encourage careful proofreading habits. |
| H. Evaluation | Students will gain confidence in the proper use of punctuation and with other rules of English as they transcribe letters provided in the daily assignments. Promotion to Level 2 should be judged primarily on the ability of a student to correct transcribed copy that contains various type errors in punctuation and English mechanics by the end of Level 1, however, the student should have considerable experience in transcribing letter copy involving basic punctuation and should begin to supply her own punctuation marks. |

## PUNCTUATION AND ENGLISH MECHANICS

### Level 2

| Content | Teaching Suggestions |
|---|---|
| A. Punctuation<br>1. Titles of publications<br>a. Books<br>b. Periodicals | At Level 2, students should be familiar with reference books which provide rules for use of punctuation marks.<br><br>Provide experience at this level with material to be transcribed that does not indicate end of sentence punctuation and paragraphing.<br><br>Be sure students demonstrate proper spacing before and after all marks of punctuation. |
| 2. Other punctuation | Review the use of the asterisk, diagonal, brackets, and underscore. Point out acceptable ways for indicating titles of books, booklets, and periodicals. |
| B. Grammar | Use one or more secretarial handbooks to review the basic rules of grammar. Provide drill with rough draft copy which contains grammatical faults. Provide drill also on proper paragraphing.<br><br>Letter material to be transcribed should provide increasingly difficult sentence structure, giving students the opportunity to apply their knowledge of English grammar. |
| C. Capitalization | Students should be transcribing material which tests their understanding of various rules for capitalization reviewed at Level 1. |
| D. Numbers | Students should be provided letter copy at this level which tests their ability to apply the basic rules for writing numbers. Use of a stenographer's reference manual should be encouraged when in doubt. |
| E. Word Division | At Level 2 no copy should be accepted that is faulty in word hyphenation. |
| F. Abbreviations<br>1. Titles of persons<br>2. Plurals<br>3. Letter degrees<br>4. Organizations<br>5. Ordinals | Review rules for abbreviating as applied to the areas listed. Letters to be transcribed should provide application of these rules. |
| G. Evaluation | At the conclusion of Level 2, students should have reviewed and applied in letter copy the various rules of punctuation, capitalization and grammar. They should be able to transcribe copy without error with the use of one or more secretarial handbooks. |

## PUNCTUATION AND ENGLISH MECHANICS

Level 3

| Content | Teaching Suggestions |
|---|---|
| A. Punctuation | At Level 3 students should demonstrate considerable confidence with all punctuation marks and be able to detect and correct errors in dictated material. |
| B. Grammar | Letter copy should provide the opportunity for students to correct errors in grammar made by the dictator. |
| C. Capitalization | All copy should be free of any faults in capitalization. |
| D. Numbers | Students should be able to transcribe material in increasingly difficult situations dealing with the writing of numbers. Copy dealing with numbers to be arranged in tabular form should also be used. |
| E. Evaluation | Proofreading should have now become a habit. No copy should be accepted if it contains:<br>• uncorrected typewriting errors<br>• faulty punctuation<br>• poor grammar<br>• incorrectly written numbers |

## TRANSCRIPTION

### Level 1

| Content | Teaching Suggestions |
|---|---|
| A. Introduction to Voice-writing Machine<br>1. Orientation | Explain purpose of machine transcription. This is an excellent time to present motivational information such as job opportunities, salaries, opportunities for advancement, etc. |
| 2. Mechanics of operating the machine<br>a. Transcription machine<br>b. Dictating machine<br>c. Indicating slips or scanning device | Consult instruction booklets for particular types of machine in use in classroom.<br>Have various manufacturer's representatives give classroom demonstrations.<br>Stress use of indicating slips or scanning device as guide to letter placement. |
| B. Review Letter Mechanics<br>1. Review basic letter styles<br>a. Block<br>b. Modified block<br>c. Full block<br>d. Indent<br>e. Simplified | Using basic typing textbook or wall charts as guides, have students type copies of various letter styles. Then have students type letters in various letter styles from unarranged letter copy. |
| 2. Letter punctuation review<br>a. Open punctuation<br>b. Mixed punctuation | Using typewriting textbooks, wall charts, reference books, or an overhead projector, review the principal styles of letter punctuation in common usage today. Follow up with a demonstration. |
| 3. Letter placement<br>a. Placement charts<br>b. General placement hints | Supply students with a placement chart from a typewriting text or reference book of your choice. Encourage use of the chart if students have difficulty with letter placement. Provide hints for judgment placement. |
| C. Transcribing<br>1. Short letters of simple vocabulary and copy | Allow students to look on typed copy of letters to be transcribed which have been marked to indicate natural speech phrasing. (See *Uniform Educational Program for Machine Transcription—180 Letters* provided by the Bureau.) It is suggested that students observe these pauses carefully while transcribing in order to develop the habit of phrase pausing.<br>Depending upon the ability level of the class, the teacher may find that having the student work the transcription machine, following the typed phrased copy as they work the foot pedal, without actually typing will help the student become more familiar with the technique of operating the transcriber. |
| 2. Average length letters of simple vocabulary and copy | At this level all paragraphing, punctuation and difficult spellings should be provided by the dictator. |

| Content | Teaching Suggestions |
|---|---|
| | Transcribe letters 1-72, Part 1, *Uniform Educational Program for Machine Transcription.* |
| | At this level, letters transcribed should be *corrected mailable copy*. This suggests that copy be accepted that has neat erasures and without serious errors in letter form or content. During this early learning phase a limited number of uncorrected errors may be considered acceptable in transcribed copy (i.e., 3 to 5 errors). |
| D. Evaluation<br>1. Transcribe 15 lines in 10 minutes from material previously transcribed during class sessions. | It is suggested that students be given 10-minute timed tests at the end of each week. For uniformity in grading, it is suggested that students use a 50-space writing line for these tests. The line count for the 10-minute test will then be determined by counting the complete lines typed in the body of the letter plus a count of three lines to compensate for inside address and complimentary closing of letter. |
| 2. Promotion to Level 2 | Students who are able to satisfy the 10-minute transcription standard for this level should be excused from completing the entire series of 72 letters provided in the *Uniform Educational Program for Machine Transcription.* |

## TRANSCRIPTION

### Level 2

| Content | Teaching Suggestions |
|---|---|
| A. The Voicewriting Machine | At this level the student should acquire considerable competency in the operation of the machine. Teacher should observe the student at work to judge the problems in machine operation that need correction.<br><br>The student should improve skill in holding in memory longer phrases so there will be fewer pauses with pedal control. |
| B. Letter Mechanics<br>1. Use of various letter styles | Programed instruction on tape or belt might indicate the style of letter to be used for entire tape or belt; or this instruction might be given for each letter if a variety of styles is desired. |
| 2. Use of various letter punctuation styles | See above suggestion. |
| 3. Letter placement | At this level students should be able to place letters attractively on standard letterhead paper with a minimum of difficulty. Some practice should be provided with the use of actual printed letterhead stationery. Remedial work may be necessary to assist some students with the technique of adapting material to various styles of letterhead stationery. |
| C. Transcribing<br>1. Average length of letters of more complex sentence, punctuation and vocabulary | At this level students should be required to determine paragraphing and end of sentence punctuation without it being dictated. The spelling of certain technical words should be given; however, all all other spelling should be the responsibility of the student.<br><br>Stress the use of secretarial reference guides and a dictionary. |
| 2. Complete transcription of letters 73-127 "*Uniform Educational Program for Machine Transcription*" | At this level letters should be *corrected mailable copy*. This standard requires that the student has made erasures and that letters are free of error as to form or content. Some latitude may be permitted in uncorrected typewriting errors (i.e., one or more errors).<br><br>By the end of Level 2 the student should be able to supply all paragraphing and punctuation in final copy of transcripts. Students may be permitted to type a rough draft first in order to accomplish this goal. |
| D. Evaluation<br>1. Transcribe 23 lines in 10 minutes from material not previously transcribed | Continue weekly timed transcription tests. The teacher may, because of the time factor, wish to use material of medium difficulty which stresses a particular aspect of grammar, punctuation, etc.<br><br>See teaching suggestions for Level 1 for determining the number of lines completed in a 10-minute timed test. |
| 2. Promotion to Level 3 | A certificate of achievement may be awarded when the student has reached the level of achievement set for Level 2. See "*Suggestions for Developing a Comprehensive Awards Program for the Business Department.*" |

## TRANSCRIPTION

### Level 3

| Content | Teaching Suggestions |
|---|---|
| A. Transcription Machine | At this level the student should be demonstrating a high degree of skill in using the transcription equipment. It is recommended that students on Level 3 also be given the opportunity to use dictating equipment. This experience gives the student a better understanding and acceptance of dictators who are frequently less than perfect in clarity and enunciation. The student-dictated materials may be used by other students on Levels 2 or 3 for experience in working with a variety of voices. |
| B. Letter Mechanics<br>1. Letter style | On occasion request a particular letter style, but more frequently permit students to choose the style they desire. It is possible that a single style may be adopted for several related letters thus simulating the correspondence from one dictator or one business organization. |
| 2. Punctuation style | See above suggestion. |
| 3. Letter placement | Include two-column or three-column tabulation, enumerations, quotations and other special details in the body of the letter to give students experience with adjusting standard placement rules. |
| 4. Stylized letters | A collection of stylized letters for illustration and display may be gathered from business organizations, direct-mail advertising received at home or from other sources. These letters may be used by students for practice of placement before experience of transcribing such letters.<br><br>Compile samples of a variety of letters with unusual form and arrangement in a file for reference by students or for display illustrations. |
| C. Transcription standards<br>1. Corrected mailable letter copy | On this level a corrected mailable letter may be considered one in which a student has made a maximum of three, neatly-corrected erasures. There must be no error in form or content. There should not be more than one uncorrected error in typing, spelling or punctuation. |
| 2. Other transcribed copy | Other transcribed copy may be considered acceptable if the student has neatly erased all detected errors (with the exception of legal documents which do not permit erasures), and has made no serious error in form on each page typed. Some leeway may be made for undetected errors (one or two, suggested.) |
| 3. Proofreading | At this level, proofreading of all copy should be automatic. As good proofreading habits should have been introduced and reiterated periodically, students should now be expected to make proofreading an integral part of their transcription process.<br><br>It is suggested that students be given frequent opportunities to proofread on another's work to stimulate interest in detecting errors. |

## TRANSCRIPTION (Continued)

### Level 3 (Continued)

| Content | Teaching Suggestions |
|---|---|
| D. Transcription copy<br>1. Average length of letters<br>2. Two-page letters | Letter copy should contain increasingly complex sentence structure and vocabulary. Students should now be required to supply all paragraphing, punctuation and spelling without benefit of instructions from the dictator. By the time students are halfway through the series of letters assigned to this level they should be transcribing final mailable copy without first resorting to a rough draft copy. See *A Uniform Educational Program for Machine Transcription*. Students should complete the transcription of letters 128-180. |
| 3. Stylized letters<br>a. Sales promotion letters<br>b. Campaign letters | For a challenging experience for the better students the teacher might utilize dictation material that requires unusual placement, display and arrangement, punctuation, type face, paper size (i.e., baronial, monarch), etc. |
| 4. Other dictated material<br>a. Tabulations<br>b. Manuscripts<br>c. Legal documents<br>d. Financial statements | Instruct students to use reference manuals or secretarial handbooks for guides in arranging these materials. Encourage a great deal of self-initiative on the part of the student in (1) locating appropriate reference guides, (2) planning the material to be transcribed, (3) placing the material attractively, and (4) proofreading the accuracy of transcript. |
| E. Evaluation<br>1. Transcribe 30 lines in 10 minutes from material not previously transcribed by the student | Continue the practice of weekly (or more frequent) timed transcription tests. The transcription test should continue to be on straight letter copy with first transcription being final mailable copy. See teaching suggestions in Level 1 for length of typing line and for determining lines typed per 10 minutes. |
| 2. Certificates of achievement | Some companies that manufacture transcription equipment offer award certificates gratis or at a nominal cost. The certificate issued at this level should represent a high level of proficiency and be useful to both the student and to a potential employer. |

## RELATED SKILLS

### Level 1

| Content | Teaching Suggestions |
|---|---|
| A. Carbon Copies | Each student should have a file folder for keeping carbon papers. |
| 1. Handling and storage<br>2. Inserting carbon paper | Show techniques for reducing possibility of reversing the carbon paper between sheets of paper. |
| 3. Techniques for erasing | |
| 4. Blind carbon copy notations | Explain why it may be desirable to have "blind carbon copies." |
| B. Envelopes<br>1. Envelope size<br>2. Insertion in typewriter | Review envelope size and address placement. Discuss new postal regulations dealing with address placement, state abbreviations, etc., to facilitate automatic handling of mail by optical scanners. |
| 3. Special notations | Review rules for indicating special notations on an envelope. |
| 4. Mailing instructions<br>5. Window envelopes | Discuss the use of window envelopes and how they affect the placement of an inside address. |
| 6. Chain feeding | Give students an opportunity to practice the technique of chain feeding. Try to provide envelopes for one or more actual experiences. A teacher demonstration may suffice if supplies are scarce. |
| C. Preparing letters for mailing<br>1. Check letters for enclosures and mailing instruction notations | Reasons for such notations should be reviewed. Proofreading should be a part of this task. Discuss techniques of checking the names of parties who are to receive a carbon copy. |
| 2. Folding and inserting mail<br>a. For No. 6 3/8 envelopes<br>b. For No. 10 envelopes<br>c. Window envelopes | To assist students to differentiate between envelope sizes a memory aid might be devised. For example, "A number 10 envelope is a large envelope and number 10 is the larger of the two numbers." |

## RELATED SKILLS

Level 2

| Content | Teaching Suggestions |
|---|---|
| A. Multiple Carbon Copies<br>1. Techniques for inserting in typewriter<br>2. Erasing techniques<br>3. Carbon packs | Carbon copies should be required of all letters at this level of performance. Occasionally several carbon copies should be required. If possible the instructor should obtain sample carbon packs and provide some experience in their use. Erasing sometimes becomes a problem on carbon packs. |
| B. Envelopes | Beginning with Level 2, have students type an envelope for each letter transcribed. For more economical use of materials, paper cut to size of envelopes may be used. However, periodically at least, actual envelopes should be used. |
| C. Two-page Letters<br>1. Heading of second page<br>2. Spacing on second page | Consult reference manuals for various acceptable headings for the second page of a letter. Since it is a common error on the part of students to use printed letterhead paper for the second page of a letter, it would be well to emphasize that only blank letter stationery is used on second or subsequent sheets of a letter. |
| D. Postal Information<br>1. Classes of service<br>2. Special services<br>a. Special handling<br>b. Registered<br>c. Insured<br>d. Special delivery<br>e. Certified mail | Review various classes of mail and special mailing services that are used commonly by business.<br><br>Review the special consideration given mail with the various special services. Discuss factors that might affect the particular service used.<br><br>Refer to the *Postal Guide* or special secretarial handbook for a discussion of the mail services. |

## RELATED SKILLS

Level 3

| Content | Teaching Suggestions |
|---|---|
| A. Desk Organization<br>1. Supplies<br>2. Reference manuals | Students should be reaching a level of performance where actual business office conditions are simulated. The teacher should require materials to be carefully organized during the performance period and the work station to be neatly "picked up" at the close of the "simulated work day." |
| B. Varied Reference Sources<br>1. Atlas<br>2. Gazetteer<br>3. Almanac<br>4. U.S. Government Style Manual<br>5. Hotel directories<br>6. Travel guides | Students should be provided opportunities to use various general reference sources that might be used in a business office to clear up a questionable detail. Situations should be developed in the dictated copy that will require students to search out one or more details from general reference sources. |

## ATTITUDES CONDUCIVE TO SUCCESSFUL JOB PERFORMANCE

Level 1-3

| Content | Teaching Suggestions |
|---|---|
| A. Respect for Property | Students in Machine Transcription have available to them a wide assortment of equipment, books, and supplies. Conservation of supplies and proper care of equipment should be stressed. The teacher should be on the alert for negligence in the use of equipment emphasizing the cost to an employer of maintaining a well-equipped job station. The teacher may want to discuss actual cost of various office supplies and equipment. Frequently students become much more careful in their use of materials when they are aware of their cost. |
| B. Positive Attitude Toward Work | Explain goals of the course. Stress the importance of pride in one's work and in turning in a "good day's work." A good employee does not waste time. He schedules his work so that there are office details that must always be done. Stress cooperation with fellow employees and a positive attitude toward assisting fellow employees facing a heavy workload. |
| C. Ability to Accept Criticism | Although it is important to praise the work of students, they must also be made aware that to improve they must not be upset by criticism. A teacher, like an employer does not mean to offend by criticism but to improve job performance and "the company image." Provide opportunities for students to criticize one another's work as a means for building respect and acceptance of "constructive criticism." |
| D. Punctuality | Discuss punctuality as related for one's employers and one's fellow employees. Punctuality and regular attendance at work are indications of job interest. Relate these qualities to promotability. |
| E. Cooperativeness | Discuss various indications of office cooperation and good office rapport. Present case situations to students where cooperation among employees would facilitate a given office task. Solicit from students their attitudes as to what might have been done by the various parties concerned if cooperation were at a high level. |
| F. Following Instructions | Machine transcription requires the ability to follow specific instructions. Students must learn to be alert to special directions and to follow them carefully. Provide a variety of situations in the dictated material that will require specific steps to be taken by the student. |
| G. Initiative | Provide situations in dictated copy that are intentionally vague or incomplete. Particularly at Level 3, give students the opportunity to search out and omitted detail to check an incorrect total, and to look up a needed fact. |
| H. Evaluation | The attitudes listed in this topic are developed gradually and are not conducive to precise measurement. Standards expected, however, should be gradually raised until students evidence strong worker characteristics. The teacher must realize that not all students will meet the ideal but should show improvement in working toward this goal. |

# CHAPTER 6

# EVALUATION OF STUDENT PERFORMANCE

Because machine transcription skills will be taught largely on an individual tutorial basis, differences in the basic competencies of students when they enter the instructional program, their learning rates, and differences in motivation must be taken into consideration in establishing expected standards of achievement. A marketable job skill should be considered the end goal for each student; but variations in level of skill demanded by office jobs involving machine transcription should be recognized. The time allotted this instructional program must also be considered in setting expected behavioral outcomes.

Some students will reach Level 3 in typewriting but achieve at only Level 1 in transcription. These students may have attained a marketable job skill in a position where machine transcription is only incidental to the office tasks performed. On the other hand, many students should reach Level 3 in most of the areas of the instructional program and be well equipped to accept positions where the primary task involves transcribing from recorded dictation.

Each student, therefore, must be continually evaluated on the basis of the skills she brings to the program and the progress that she makes in overcoming her weaknesses.

## Developing an Evaluation System

Student progress in machine transcription may be evaluated in a number of ways. Some of these are:

- Daily and weekly student self-appraisal of in-class and out-of-class accomplishment.
- Weekly evaluation by the teacher through analysis of each student's daily output and periodic testing.
- End-of-level evaluation.
- End-of-period evaluation.

## Student Self-Appraisal

The student may keep a daily record of her progress. See example: *Student Weekly Achievement Record — Machine Transcription* on the next page. Such a record will:

- Pinpoint progress
- Identify problems
- Compare this phase of the student's work with her other developing skills
- Provide motivation
- Give the teacher a quick reference of progress

## Evaluation by the Teacher

One method is to give a score to each piece of work completed by a student. As an illustration, assume a top score of 10 is assigned a perfect corrected mailable transcript. If an uncorrected error in spelling, punctuation, grammar, or typing is discovered by the teacher in completed copy, a point is deducted for each error. A major error involving typing theory or content that would affect mailability would result in a score of "not mailable — no credit." Thus, in evaluating a particular letter transcribed, a score may be assigned ranging from 10 to 0, depending upon the number and severity of undetected errors.

Such a system encourages careful proofreading and builds into the marking scheme a reward for the self-detection of errors.

Periodically in the course of a week the teacher should discuss with each student the transcripts that have been evaluated, pointing out problems in sentence structure, grammar, spelling, and arrangement, and considering how the errors might be corrected without retyping the entire copy.

Students may be instructed to maintain a file folder of scored transcripts weekly with a cover sheet to be handed to the teacher. A weekly total point score might be established each week that is representative of below average, average, and superior achievement.

This system has the advantage of bringing errors to the attention of students immediately and avoiding tremendous paperwork on the part of the teacher at the end of the week or other evaluation period.

## The Weekly Log and Summary Sheet

A weekly log or summary sheet is provided each student at the beginning of the week and filled out as the week progresses.

STUDENT WEEKLY ACHIEVEMENT RECORD
MACHINE TRANSCRIPTION
(To be filled in daily by student)

Week ending _____ Name _____

*Directions:* Indicate with a checkmark (✓) the work as you complete it. In the "Typing Award Practice," record your best daily score in gross words and number of errors per minute. If a letter is *not* mailable, first indicate your errors on the chart and then correct the original letter or destroy it and retranscribe the letter.

| | CLASS ACTIVITIES | | | | | | | | | | | | | | OUT-OF-CLASS ACTIVITIES | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | TYPING | | | TRANSCRIPTION | | | | | | | | | | | INDICATE WORK COMPLETED | | | |
| Date | Warmup Speed Drills | Transcription Letter Drill | Typing Award Test Practice | Spelling Drill | Preview of Transcription Difficulties | Mailable Transcript | Spelling Errors | Punctuation Errors | Placement Errors | Poor Corrections | Typing Errors | Retranscribed Letter | 25 Words: Spelling Test Score | | Grammar Exercise | Punctuation Exercises | Capitalization Exercises | Related Information Completed |
| M | | | | | | | | | | | | | | | | | | |
| T | | | | | | | | | | | | | | | | | | |
| W | | | | | | | | | | | | | | | | | | |
| T | | | | | | | | | | | | | | | | | | |
| F | | | | | | | | | | | | | | | | | | |

REMEDIAL WORK RECORD

*Directions:* Indicate by a checkmark (✓) the areas in which you did remedial work to correct weaknesses or improve needed skills. Write explanation on back of this sheet.

| | | | | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| M | | | | | | | | | | | | | | | | | | |
| T | | | | | | | | | | | | | | | | | | |
| W | | | | | | | | | | | | | | | | | | |
| T | | | | | | | | | | | | | | | | | | |
| F | | | | | | | | | | | | | | | | | | |

Weekly Log and Summary Sheet

Name _____ Week Ending _____

Score (or grade):

Machine Transcription _____

Other Projects _____

Typewriting Timed Writing _____

Machine Transcription
Timed Test _____

Spelling _____

Other Evaluation _____

_____

| Log Date | Tape or Belt Number | Item Number | Comments |
|---|---|---|---|
| | | | |

| Other Projects Date | Item | Comments |
|---|---|---|
| | | |

The log portion of the form is filled in daily. The student records the material transcribed each day. In the *Comment* column, the student may record unusual situations which the student may feel will have a bearing on her progress and grade. This column may also be used for teacher comments with respect to a particular item.

The lower portion of the form is used by the student to report work completed other than actual transcripts. This might include remedial exercises in typewriting, grammar, spelling and so on.

After the sheet has been reviewed by the teacher and record made of the student's progress, the log with materials attached should be returned to the student and maintained in a progress file folder.

**End-of-Level Evaluation**

It is suggested that the teacher develop measures of evaluation for each of the instructional levels in typewriting, transcription, and vocabulary building. Standards are indicated for the various levels in Outline of Content.

Teacher Record of Student Progress

in Typewriting Speed

| Student's Name | Weekly Evaluation of Typewriting Speed | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | Comments |
| 1 | | | | | | | | | | | |
| 2 | | | | | | | | | | | |
| 3 | | | | | | | | | | | |
| 4 | | | | | | | | | | | |
| 5 | | | | | | | | | | | |

Teacher Record of Progress

in Transcription Rate

| Student's Name | Lines Transcribed in Weekly Evaluation | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | Comments |
| 1 | | | | | | | | | | | |
| 2 | | | | | | | | | | | |
| 3 | | | | | | | | | | | |
| 4 | | | | | | | | | | | |
| 5 | | | | | | | | | | | |

**End-of-Period Evaluation**

It is likely that a single report grade will be required at the end of each marking period. This grade should be based on an evaluation of the level of competence in each of the special skills taught in the instructional program. A final end-of-course test should also be given which includes copy to be transcribed for mailability under timed conditions.

**Awards and Standards**

Certificates of proficiency are available from some of the equipment manufacturers. If these are not readily available, the teacher is encouraged to develop local certificates for typewriting speed and rate of transcription. A number of suggestions pertaining to the development of a local awards program are included in the publication *Suggestions for Development of Comprehensive Awards Program for the Business Department*, available from the Publications Distribution Unit of the State Education Department.

# CHAPTER 7

# SUGGESTIONS FOR DICTATING NECESSARY EDUCATIONAL MATERIALS

The teacher may find it necessary to dictate on tapes, records, or belts the 180 letters contained in the *Uniform Educational Program* of recorded word lists, weekly spelling tests, as well as other special exercises for improving English, punctuation, capitalization, and other essential skills. It may also be desirable to adapt educational materials available from machine manufacturers to more nearly meet the needs of the class.

It is suggested that teachers first inquire as to the availability of the *New York State Uniform Educational Program* from their equipment dealer. Several companies have recorded this program and make the series of 180 letters available at a nominal cost.

**Suggestions for Preparing the Recording**

A separate record can be made for each knowledge, skill, or attitude to be developed through the ear-hand association process. Under this plan separate recordings would be made to cover:

- Daily and weekly spelling tests
- English instructions, exercises, or tests
- Punctuation pointers, exercises, or tests
- Special reminders or instructions to the operator
- The 180 letters

On the other hand, the teacher may prefer to dictate all needed instructions and materials needed for one day's work on one record in the sequential order in which the student is to do the work. This might include:

- Instructions for the day's typewriting practice and tests
- Instructions for correcting the tests
- The day's spelling test
- An English exercise
- A punctuation exercise
- A capitalization exercise
- A syllabication exercise
- A right margin alignment exercise
- The spelling preview of the letters to be transcribed that day
- The actual letters to be transcribed that day

Obviously, this latter arrangement has the disadvantage of keeping the student progressing at somewhat of a regulated pace on each of the various skills rather than permitting variation on rate of progress in the separate knowledges or skills.

**Hints for Dictating**

Distinct pronounciation and natural expression are essential in dictating for transcription. One should not punctuate the reading of the prepared script with inadvertent sounds, unnatural hesitation, nor should one dictate with overrapid jerky utterances.

Many common words and numbers are apt to cause confusion with other words and numbers. In the initial letters, particularly, be careful to be distinct, natural, and clear. Pronounce technical and unusual words with care, pausing slightly before dictating the words and uttering them more slowly. Past tenses and plurals are also apt to cause confusion, unless the dictator makes a conscious effort to pronounce them distinctly and clearly.

The dictator should dictate all marks of punctuation in the initial letters. The Outline of Content suggests when this practice may be discontinued. The following procedures will help in the dictation of marks of punctuation:

- Use the same tone of voice as in other dictation.
- Pause for an instant, say *comma* or *period*, pause again and resume dictation. Do the same to indicate paragraphs.
- For parentheses, dictate *parenthesis* and then *close parentheses*.
- For quotation marks, dictate *quotation* and then *close quotation*.
- For single quotation marks, dictate *single quotation* and then *close single quotation*.
- For dash, dictate *operator, dash*.
- For possessive case, dictate *apostrophe s* or *s apostrophe*.
- Do not pause between two punctuation marks that adjoin, as *comma quotation*.

- For question mark, dictate *interrogation*, as *question mark* can be confused with *quotation*.
- Do not dictate *period paragraph*. *Paragraph* is sufficient.
- For decimal point dictate *decimal* or *point*.
- For amounts of money to be typed in *figures*, dictate in this manner: *Dollars ten decimal two five*. ($10.25)
- For amounts of money to be written in letters rather than figures, dictate *fifty-two dollars* or *twenty-five cents*.

If it is necessary to pause while you are dictating, stop the machine. The recorder will pick up outside noises which may puzzle the operator.

# APPENDIX

# EQUIPMENT MANUFACTURERS*

| Manufacturer | Recording Medium |
|---|---|
| American Geloso Electronics, Inc. (Stenotape)<br>251 Park Avenue South<br>New York, New York 10010 | Magnetic tape |
| De Jur—Amsco Corporation<br>Northern Blvd. at 45th Street<br>Long Island City, New York 11101 | Magnetic tape |
| Dictaphone Corporation<br>120 Old Post Road<br>Rye, New York 10580 | Embossed belt<br>Magnetic belt<br>Magnetic tape |
| Thomas A. Edison Industries—<br>Voicewriter Division<br>51 Lakeside Avenue<br>West Orange, New Jersey 07051 | Embossed disc<br>Magnetic tape |
| Food Industries, Inc.<br>P.O. Box 06459<br>Portland, Oregon 97206 | Magnetic tape |
| Gray Dictation System<br>805 South Maumee Street<br>Tecumseh, Michigan 49286 | Magnetic belt |
| Karl Heitz, Inc. (Fi-Cord)<br>979 Third Avenue<br>New York, New York 10022 | Magnetic tape |
| ITC<br>Box 555<br>Somerville, New Jersey 08876 | Magnetic disc |
| International Business Machines Corp.<br>Office Products Division<br>590 Madison Avenue<br>New York, New York 10022 | Embossed belt |
| North American Philips Company<br>Office Products Department (Norelco)<br>100 East 42d Street<br>New York, New York 10017 | Tape cassette |
| Stencord Dictation Systems<br>3755 Beverly Boulevard<br>Los Angeles, California 90004 | Magnetic belt |
| Sony-Superscope<br>580 Fifth Avenue<br>New York, New York 10036 | Magnetic tape |

* Consult your telephone directory for local dealers

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